DOCUMENT RESUME

ED 232 981 SP 022 833

TITLE Program of Studies--Health K-12. Montgomery County Public Schools, Rockville, Maryland. Revised Spring 1983.
INSTITUTION Montgomery County Public Schools, Rockville, Md.
PUB DATE 83
NOTE 16p.
PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adolescents; Contraception; Drug Education; Elementary Secondary Education; *Family Life; *Health Education; Nutrition; *Physical Development; *Physical Health; Safety; *Social Responsibility; Values Clarification

ABSTRACT

This monograph presents descriptive information on the health education program for elementary and secondary schools in Montgomery County, Maryland. It is prefaced by a statement of educational goals adapted for the public schools by the Board of Education. An overview of the program of studies from kindergarten through the twelfth grade provides information on the point of view represented by the program, and general information on the program and its relationship to other educational programs in the schools. Instructional objectives are listed by grade level for each segment. (JD)

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PROGRAM OF STUDIES

HEALTH, K-12

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Montgomery County Public Schools
Rockville, Maryland

Revised Spring 1983

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The Goals of Education

Adopted by the Board of Education—February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading**: The ability to read and comprehend written material and relate it to other knowledge
- **Composition**: The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking**: The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics**: The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study**: The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts**: The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation**: The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/her]self and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations

• the ability to function productively as a member of a group
• familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
• knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:
• knowledge of natural phenomena and their effect on [people]
• understanding of scientific advances and their part in modern technology
• understanding of the scientific method
• appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:
• knowledge of the nature of the creative performing arts
• experience with a wide variety of art forms
• a perspective for developing his [/her] own aesthetic criteria and tastes
• understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:
• knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
• opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socioeconomic level
• the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

• To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing inservice training and staff development opportunities
• To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program
• To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community
• To adopt new and different approaches when it is determined that they will contribue more effectively to the fulfillment of the goals
• To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community
• To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens
• To provide an accountability procedure for informing county citizens of the objectives and cost of their school system and of reporting periodically on the educational investments made with their tax dollars

PROGRAM OF STUDIES
Health Education, Grades K-12

POINT OF VIEW

Although the primary responsibility for the health of children rests with their parents, it is necessary for home, school, and community health and welfare agencies to work together if children are to achieve and maintain their maximum potential for good health. Therefore, health education in the schools reinforces and supplements the efforts of the home in developing appropriate health knowledge, attitudes, practices, and skills and relates directly to the following MCPS Goals of Education approved by the Montgomery County Board of Education, February 12, 1973. These state, regarding physical development, that "each person matures physically at a different rate and possesses different capabilities. The school has the obligation to help each student

- understand the biological functioning of his/her body,
- make the best of both physical talent and limitations, and
- develop good health habits, skills, and interests to maintain his/her body in optimum condition throughout his/her lifetime."

In the category of the individual and society, the MCPS statement of goals includes, "Every person must learn to live in a society. The school must help each student develop an understanding of [people] and how the individual depends upon others and they on him/her. This requires that each student gain

- knowledge of himself/herself and the characteristics, needs, and desires he/she shares with others, and
- sensitivity to others and their ideas and the ability to act responsibly in various situations."

In addition, health education shares with the other subject areas the aim of developing in students positive attitudes toward themselves and others and toward the ideals of justice, human dignity, and equal opportunity.

GENERAL INFORMATION

The Health Education Program combines the affective and cognitive domains by integrating principles of motivation and responsible personal decision making with factual information. It is an applied field that draws upon the physical, biological, medical, and behavioral sciences for its body of knowledge. Health education for Grades K-8 is taught by elementary classroom teachers and intermediate level physical education, science, home economics, and social studies teachers. Health education in Grades 9-12 consists of elective courses and units taught in conjunction with courses in science, physical education, and home economics.

The mandates for parental involvement which are in the Maryland State Board of Education Bylaw on Family Life and Human Development (COMAR 13A.04.01) provide the framework for developing a health education partnership between parents and the school. There is an especially significant opportunity for school staff to work closely and continuously with parents when teaching Family Life and Human Development Focus Areas Two and Three units in Grades 5 or 6, 8, and in the senior high school. Health instruction during these formative years helps students realize that their parents, teachers, and principals understand their transition from childhood into young adulthood and are working together to support them as they make their way through times of joy, doubt, anxiety, and yearning. *The term "Family Life and Human Development Program" is not merely a euphemism for "sex education;" it clearly requires instruction built upon a moral base of family values and recognition of the vital importance of family roles and relationships to both the individual and society.*

In accordance with MSDE Bylaw on Family Life and Human Development, the MCPS Board of Education has established an Advisory Committee on Family Life and Human Development. This committee meets to review and evaluate instructional materials for Family Life and Human Development in MCPS. Each local school establishes its own School-Community Planning Group which assists in planning and evaluating the program and in reporting to local parents.

Relationship to Other Programs

Health education in Grades K-8 is taught as part of science, social studies, and physical education. Some of the health objectives at these levels are identical or similar to some of the science, social studies, physical education, and home economics objectives. In the "Instructional Objectives" section below, these are indicated by "(SC)," "(SS)," "(PE)," or "(HO)" following the statement of the health objective. Also included in parentheses for science and social studies objectives are the numbers which these objectives are assigned in the appropriate sections of the science and social studies instructional guides.

Through Project Basic (the Maryland Competency-Based Prerequisites for Graduation Program), MSDE requires all public schools to teach objectives in several areas. One of these areas is Survival and includes objectives which fall within the realm of health education. The Health Education Program in Grades K-8 provides instruction related to the attainment of the Project Basic objectives listed below. The number preceding each objective is assigned by MSDE and facilitates reference to supporting materials provided for teaching the following Project Basic objectives:

2.1.1.1 Describe the positive and negative effects of drugs on the human body.
2.1.1.2 Describe the positive and negative effects of food on the human body.
2.1.1.3 Identify personal health practices.
2.1.1.7 Demonstrate emergency first aid procedures.
2.1.1.8 Describe functions of the systems of the human body.
2.1.1.9 Identify the symptoms of common illnesses.
2.1.1.12 Demonstrate safety practices.
2.1.1.14 Identify the basic components of a well-balanced and nutritious diet.
2.1.1.15 Identify methods for the prevention and control of communicable diseases.
2.3.1.19 Identify public and private organizations that provide health services.
2.5.2.3 Describe certain factors influencing human sexuality. (Taught in Health Education units that require parental consent.)

In the listing of instructional objectives by grade level below, the Health objectives which are related to Project Basic objectives are preceded by an asterisk and followed by the number of the Project Basic objective to which they are related.

DESCRIPTION OF PROGRAM, GRADES K-8

The Health Education Program in Grades K-8 is divided into the following content areas: Alcohol, Tobacco, and Other Drugs; Family Life and Human Development; First Aid and Safety; and Nutrition.

In Grades K-6, health is taught primarily by the classroom teacher as science and social studies objectives or as objectives and units included in science or social studies but identified as health education. In Grades K-3, the health education objectives and units require about 10 hours of instruction per year. In Grades 4-6, they require about 20 hours per year. Instruction in the Focus Area Two unit in family life and human development in Grade 5 (or 6) requires notification to parents that their children may be excused upon written request.

In Grade 7, a four-week unit on alcohol, tobacco, and other drugs is taught in science; a three-week unit on first aid is taught through physical education; and units on nutrition are taught in home economics and science.

In Grade 8, a six-week family life and human development unit covering decision-making skills and their application to drug use/abuse and sexuality is offered through physical education. The unit includes information on sexually transmitted diseases and problems of teenage pregnancy and requires parental permission. If a parent does not wish the student enrolled in this unit, an alternative physical education unit is made available.

Relation to State Guidelines

Family Life and Human Development as defined by the Maryland State Department of Education Bylaw (COMAR 13A.04.01) is a K-12 program which covers three Focus Areas. In accordance with the bylaw, Focus Area One "shall be concerned with family life and human interpersonal relationships both within and outside the family. The content shall be a part of the regular curriculum for all students in Grades K-12 to be taught in mixed groups and included within the framework of existing subject areas. The content shall differ in kind and design according to the maturity of the students. Discussion shall encourage respect for personal relationships within the pupil's family and shall not invade the privacy of the family."*

Focus Area Two is concerned with physiological and personality changes related to maturation and human reproduction. The Bylaw states that "material shall be presented as an identifiable unit within the total program; this unit shall be introduced as shortly in advance of puberty as is practical. The specific timing shall be a matter of local option, but direct teaching of human reproduction shall not begin earlier than age 10 nor later than age 12. . . . Pupils may be excused from this unit of the program upon a written request from their parents or legal guardians. For

*See MCPS Regulation IGP-EA *Family Life and Human Development* (State Regulation).

those pupils excused from the unit, each local school shall provide other worthwhile learning activities, such as independent study on a topic in a health area or another area of the students' interests or needs. Each local school shall make arrangements to permit those girls not participating in the total program in Focus Area II to receive instruction concerning menstruation."*

Focus Area Three is "concerned with the advanced physiology and psychology of human sexual behavior. . . . The following areas of emphasis shall be included in each program of the local system: maturation, the reproductive process, sex deviations, contraception, premarital intercourse, marriage and family responsibilities, family planning, and venereal diseases."*

Before participating in Focus Area Three instruction a student must have the written consent of his/her parents or legal guardian.

All instruction in family life and human development must be presented in accordance with MCPS Regulation IGP-RA "Establishment and Continued Implementation of Program of Family Life and Human Development."

*See MCPS Regulation IGP-EA *Family Life and Human Development* (State Regulation).

Instructional Objectives by Grade Level

KINDERGARTEN

Upon completion of Kindergarten, the student should be able to:

Alcohol, Tobacco, and Other Drugs

* 1. Recognize potentially dangerous substances (2.1.1.12)
* 2. Understand the appropriate use of medicines (2.1.1.1)

Nutrition

* 1. Recognize that food is essential for life, growth, and the maintenance of good health (2.1.1.2)

Family Life and Human Development

1. Identify some attributes of living things
2. Recognize that living things change (SS 003.00)
3. Identify some feelings that are shared by all people (SS 002.00)
* 4. Understand the importance of dental hygiene (2.1.1.3)
* 5. Recognize how personal health habits can affect the family and others (2.1.1.3; 2.1.1.15)
* 6. Identify community health helpers (2.3.1.19)

Safety

* 1. Identify specific colors and relate them to safety rules and situations. (2.1.1.12) (SS 010.00)
* 2. Identify the proper procedures for crossing an intersection with/without safety patrol member (2.1.1.12) (SS 010.00)
* 3. Identify safe bicycle practices that can prevent accidents (2.1.1.12) (SS 010.00)
* 4. Understand why there are procedures for school bus safety (2.1.1.12) (SS 010.00)
* 5. Understand how wearing an automobile seat belt relates to safety (2.1.1.12)
* 6. Recognize things that burn easily (2.1.1.12)
* 7. Recognize substances or objects that may cause fire (2.1.1.12)
* 8. Recognize ways of preventing fires in the home (2.1.1.12)
9. Recognize appropriate conduct for fire drills (SS 010.00)
*10. Identify safe practices on the playground (2.1.1.12) (SS 010.00)
*11. Identify procedures to be followed in case of an accident (2.1.1.12)

*Related to Project Basic Objectives

GRADE 1

Upon completion of Grade 1, the student should be able to:

Alcohol, Tobacco, and Other Drugs

* 1. Understand why medicines must be used safely (2.1.1.12)
* 2. Recognize that it is important to follow rules and directions when using medicines (2.1.1.12)
* 3. Identify safety procedures for using household chemical products (2.1.1.12)

Nutrition

* 1. Recognize that food contains nutrients necessary for life, growth, and the maintenance of good health (SS 101.00) (2.1.1.2; 2.1.1.14)
  2. Recognize that food comes from many sources (SS 102.00) (SC 133)

Family Life and Human Development

  1. Recognize that living things come from other living things (SC 132)
  2. Recognize how living things grow and change (SC 132)
* 3. Recognize the importance of establishing and following rules (2.1.1.12)
  4. Recognize that feelings are a natural part of human behavior
* 5. Recognize some good health habits (2.1.1.3)
* 6. Recognize the importance of brushing teeth after eating (2.1.1.3)
* 7. Identify some methods of illness and/or disease prevention (2.1.1.15)
* 8. Recognize the importance of community health helpers (2.3.1.19)

Safety

* 1. Know the colors seen most easily by motorists. (2.1.1.12)
* 2. Identify safe behavior for pedestrians (2.1.1.12)
* 3. Understand bicycle safety (2.1.1.12)
* 4. Understand school bus safety. Describe appropriate and inappropriate behavior in riding a school bus (2.1.1.12)
* 5. Demonstrate appropriate conduct for fire drills (2.1.1.12)
* 6. Know the basics of playground safety. List ways playground accidents happen (2.1.1.12)
* 7. Understand the consequences of pushing, shoving, and tripping (2.1.1.12)
* 8. Recognize fire and safety hazards that can be found in the home (2.1.1.12)
* 9. Recognize certain situations as being safe or dangerous (2.1.1.12)
*10. Identify rules for children in relating to strangers (2.1.1.12)

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*Related to Project Basic Objectives

GRADE 2

Upon completion of Grade 2, the student should be able to:

Alcohol, Tobacco, and Other Drugs

* 1. Recognize products that contain alcohol, caffeine, or tobacco (2.1.1.1)
* 2. Identify appropriate steps to take when considering the use of chemical substances other than medicine (2.1.1.1)
* 3. Recognize the necessity of observing safety practices in using medications (2.1.1.12)

Nutrition

* 1. Relate the handling and preparation of food to health and to its nutritional value (2.1.1.15)
* 2. Understand that practicing good personal hygiene affects one's ability to achieve and maintain good health (2.1.1.3)

Family Life and Human Development

1. Identify characteristics which distinguish living things from nonliving things
2. Understand how living things grow and change (SC 231)
3. Recognize that people have individual as well as mutual needs
4. Recognize that every person has responsibilities in the family and in the community
5. Recognize that life cycles are divided into significant stages (SC 231-234)
6. Recognize that feelings are natural and a part of human behavior

* 7. Recognize the importance of regular bathing and hair care (2.1.1.3)
* 8. Recognize that many diseases can be prevented or controlled (2.1.1.15)
* 9. Understand that germs cause many diseases (2.1.1.15)
*10. Recognize the importance of regular dental checkups (2.1.1.3)
*11. Understand that people in a neighborhood can work together to make it healthy and safe (2.3.1.19)

Safety

* 1. Identify situations that may lead to pedestrian accidents (2.1.1.12)
* 2. Identify the motor skills one needs to ride a bicycle safely (2.1.1.12)
3. Understand the difference between desirable and undesirable behavior on the school bus
* 4. Recognize the dangers of pushing, shoving, or tripping (2.1.1.12)
* 5. Understand the safe use of playground equipment (2.1.1.12) (P.E.)
* 6. Know rules to follow on the playground (2.1.1.12) (P.E.)

GRADE 3

Upon completion of Grade 3, the student should be able to:

Alcohol, Tobacco, and Other Drugs

* 1. Understand why following directions is important when using medicines and other substances (2.1.1.12)
* 2. Recognize products containing alcohol, tobacco, and caffeine and consider reasons for their use (2.1.1.12)

Nutrition

* 1. Classify food into food groups (2.1.1.14)
* 2. Understand what constitutes a balanced diet (2.1.1.14)

Family Life and Human Development

1. Compare responsibilities that every person has in the family, in school, and in the community
2. Understand the importance of the family in the community (SS 304.00)
3. Recognize that one can cope with feelings that are natural and a part of human behavior

* 4. Understand how the sharing of personal grooming aids might lead to health problems (2.1.1.3; 2.1.1.15)
* 5. Analyze causative factors of tooth decay and list ways of preventing it (2.1.1.3)

Safety

* 1. Identify the tasks people can perform to help prevent most uncontrolled fires (2.1.1.12)
* 2. Identify the rules for fire drills (2.1.1.12)
* 3. Explain proper and safe use of classroom equipment (2.1.1.12)
* 4. Identify hazards in the snow and on the ice (2.1.1.12)
* 5. Understand notification procedures connected with emergencies (2.1.1.12)

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*Related to Project Basic Objectives

GRADE 4

Upon completion of Grade 4, the student should be able to:

Alcohol, Tobacco, and Other Drugs

* 1. Relate tobacco by-products to health (2.1.1.1)
* 2. Identify some common plants that are poisonous and some man-made products that are dangerous (2.1.1.12)
  3. Consider social and legal factors related to the use of drugs

Nutrition

  1. Understand the food cycle and food chain (SC 430)
  2. Relate food processing, handling, and preparation methods to nutritional value
* 3. Recognize why cleanliness is important in storing, preparing, and eating food (2.1.1.3; 2.1.1.15)
* 4. Relate social and geographic variables to diet (2.1.1.14)
  5. Recognize various food advertising techniques and their impact

Family Life and Human Development

  1. Identify the stages of human growth and development
  2. Identify a variety of physical, social, and emotional needs

Safety

* 1. Identify fire hazards in the home, school, and community (2.1.1.12)
* 2. Apply knowledge when dealing with various situations regarding pedestrian safety, bus safety, bicycle safety, and automobile safety (2.1.1.12)
* 3. Recognize his/her responsibility in various situations involving safety in the school and on the playground (2.1.1.12)
* 4. Identify a variety of dangers and the young person's personal and social responsibilities in them (2.1.1.12)

GRADE 5

Upon completion of Grade 5, the student should be able to:

Alcohol, Tobacco, and Other Drugs

* 1. Identify the physical, psychological, and social effects of alcohol use/abuse (2.1.1.1)
* 2. Understand safe use of prescription and over-the-counter drugs (2.1.1.1)

Nutrition

* 1. Analyze how nutrient intake varies according to age, sex, size, and activity (2.1.1.2)
* 2. Compare and evaluate the effects of social and economic influences on food choices (2.1.1.2)

Family Life and Human Development

  1. Identify the ways living things reproduce
* 2. Identify and explain how the parts of the human reproductive systems work (2.1.1.8)
* 3. Identify the major changes that take place during puberty and adolescence (2.5.2.3)
* 4. Recognize that physical, social-emotional growth and maturity are interrelated (2.5.2.3)
* 5. Understand the menstrual cycle and types of sanitary protection available (2.5.2.3; 2.1.1.8)
* 6. Understand the processes of fertilization, prenatal development, and birth (2.5.2 3; 2.1.1.8)

NOTE: When these Focus Area II topics are taught, they must be within an identifiable unit and follow procedures established in MCPS Regulation IGP-RA. An alternative program must be offered students whose parents request their withdrawal from Focus Area II classes. This content may be taught at Grade 6 if the principal in consultation with the Local School-Community Planning Group on Family Life and Human Development determines that it is most appropriate at that level.

Safety

* 1. Identify fire hazards in the home, school, and community (2.1.1.12)
* 2. Recognize potential dangerous situations regarding pedestrian safety, bus safety, bicycle safety, and automobile safety (2.1.1.12)
* 3. Recognize various situations involving safety in school and on the playground (2.1.1.12)
* 4. Identify the dangers of disasters and other emergencies and the procedures people should follow when they occur (2.1.1.12)

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*Related to Project Basic Objectives

GRADE 6

Upon completion of Grade 6, the student should be able to:

Alcohol, Tobacco, and Other Drugs

* 1. Recognize that drugs have been used and misused throughout history (2.1.1.1)
* 2. Identify common terms and issues related to drugs and their effects (2.1.1.1)
* 3. Analyze social issues involved in the use and misuse of chemical substances (2.1.1.1)

Nutrition

* 1. Evaluate the results of good dietary practices (2.1.1.14; 2.1.1.2)

Family Life and Human Development

* 1. Identify some chronic diseases and analyze their effects on the individual and the family (2.1.1.9)
* 2. Recognize and analyze how people adapt to environmental changes (2.1.1.9)

Safety

* 1. Identify fire hazards in the home, school, and community (2.1.1.12)
* 2. Identify major types of fire and formulate safe procedures for dealing with fire (2.1.1.12)
* 3. Conceptualize the kinds of rules for people to follow regarding school safety, home safety, pedestrian safety, bus safety, bicycle safety, and automobile safety (2.1.1.12)
* 4. Identify various natural and/or weather hazards and conceptualize the kinds of rules for safe conduct before, during, and after disaster (2.1.1.12)

GRADE 7

Upon completion of Grade 7, the student should be able to:

Alcohol, Tobacco, and Drugs

* 1. Identify drugs that are classified as stimulants, depressants, hallucinogens, or volatile chemicals (2.1.1.1) (SC 741)
* 2. Describe the positive and negative effects of drugs on the human body (2.1.1.1) (SC)
* 3. Name various facilities that exist for helping drug abusers (2.3.1.19)
* 4. Analyze the physical, psychological, and social effects of long- and short-term alcohol and/or other drug abuse (2.1.1.1) (SC)
* 5. Demonstrate a knowledge of the nature of beverage alcohol (2.1.1.1) (SC)
* 6. Demonstrate the knowledge of the influence of alcohol on body and mind (2.1.1.1; 2.1.1.9) (SC)
* 7. Recognize the influence of advertisements for alcoholic beverages on attitudes and behavior (2.1.1.1) (SC)
* 8. Demonstrate a knowledge of the interventions related to alcohol abuse (2.3.1.19) (SC)

Nutrition Education

* 1. Identify and state the benefits and problems related to specific nutrients, food groups, and dietary patterns (2.1.1.14) (HO)
* 2. Analyze the relationship between food and health (SC) (2.1.1.14)
* 3. Analyze food to determine the nutrient content (2.1.1.14) (SC 740)
* 4. Identify the basic components of a well-balanced and nutritious diet (2.1.1.14) (SC)
* 5. Describe the positive and negative effects of food on the human body (2.1.1.2) (SC)

Safety/First Aid

* 1. Demonstrate the first aid skills with the degree of competency identified in the American Red Cross Multimedia Standard First Aid Program (2.1.1.7) (PE)

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*Related to Project Basic Objectives.

GRADE 8

(The Grade 8 health education objectives are in a unit of approximately six weeks taught in physical education. Parental consent is required for students to take the Grade 8 Health Unit.)

The Grade 8 Health Unit includes the following topics: Decision Making; Family and Peer Relationships; Alcohol, Tobacco, and Other Drugs; Reproduction, Pregnancy and Birth; Sexually Transmitted Diseases; and Problems of Teenage Pregnancy. The first two topics provide a context for the entire unit which gives the unit its moral basis. The decision making aspect of the unit emphasizes alertness to situations which may present difficulties or dangers to students or others; consideration of possible alternatives for dealing successfully with such situations; and making choices which are based on deliberation, the most reliable information available, responsible judgment about consequences, and upon consistency with family values and the law. In short, it emphasizes thoughtfulness and self-control. The relationships aspect is clearly an integral part of this unit since the situations are all interpersonal ones. Here the stress is on consideration for others, including family peers, and school personnel — what they are like, what their needs are, how they can provide the student with help, and how they may themselves be helped.

The unit *stresses saying no*, both as a means of avoiding situations which might be dangerous or prove overwhelming, and as a technique to be practiced should a student find himself or herself in a situation where great pressure is being brought to bear.

Thus, in the teaching of the unit, *moral values are stressed*, both through the course materials and through the manner in which they are approached. These include the values of deliberation, self-control, self-respect, and understanding and consideration of others. Recognition of the vital importance of the family to both the individual and society is the basis for instruction in family life and human development. The sex education portion of the unit is presented in a way that upholds the ideas of restraint, commitment, and adherence to family values. Students are given accurate information and made aware that the majority of society does not condone casual, irresponsible sexual activity.

The purpose of this unit is to present early adolescents with information about drugs, relations between the sexes, difficulties and problems likely to arise in these areas, and likely consequences of various courses of action — and to do this in a context which:

1. provides clear and accurate information to dispel misconceptions and orient students to the seriousness of the related health issues
2. emphasizes the moral and social responsibilities of the individual in these matters, to self, family, peers, and the community
3. engages students in realistic decision making in these emotion laden and potential problem areas
4. informs students of the related health dangers to themselves and others, and of sources of strength and help in the family, school, and community

Upon completion of the Grade 8 Health Unit, the student should be able to:

1. Demonstrate decision-making skills by applying them to the thoughtful resolution of adolescent health problems
2. Demonstrate knowledge of information and attitudes important to moral and healthful family and peer relationships
3. Apply and analyze decision-making skills to promote moral and healthful family and peer relations
* 4. Cite the dangers of the use of alcohol, tobacco, and other drugs and common misconceptions about their use and effects (2.1.1.1)
* 5. Evaluate information and attitudes related to the use and abuse of alcohol, tobacco, and other drugs (2.1.1.1)
6. Apply and analyze decision-making skills related to the use of alcohol, tobacco, and other drugs
* 7. Demonstrate knowledge of information and attitudes surrounding reproduction, pregnancy, and birth (2.1.1.8; 2.5.2.3)
* 8. Demonstrate knowledge of information and attitudes related to sexually transmitted diseases (2.1.1.15; 2.5.2.3)
* 9. Identify some of the major sexually transmitted diseases, and describe their symptoms and effects, how they are transmitted, and the effectiveness of current treatment for each (2.1.1.15; 2.5.2.3)
*10. Cite and discuss the burdens teenage premarital sexual activity place upon youth, their families and society (2.3.1.19)
11. Cite the dangers and difficulties surrounding adolescent pregnancy and birth, and the problems of teenage parenthood (2.5.2.3)
*12. Demonstrate a general understanding of religious views about the prevention of pregnancy (2.5.2.3)
*13. Identify and evaluate methods of pregnancy prevention (2.5.2.3)

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*Related to Project Basic Objectives.

MCPS INSTRUCTIONAL GUIDES/RESOURCES FOR HEALTH EDUCATION GRADES K-8

Approved materials lists are revised and updated annually. For the latest information please refer questions to the Director of the Department of Driver, Health, and Physical Education or of the Department of Instructional Resources.

MCPS Approved Textbook List, Published Annually

MCPS Film Catalog, Published Annually with Supplements

Maryland State Board of Education Bylaw Family Life and Human Development Programs, July 1, 1970 (Renumbered COMAR 13A.04.01 in 1981.)

MCPS Regulation IGP-RA Establishment and Continued Implementation of Programs on Family Life and Human Development

Maryland State Department of Education Documents:

- *Health Education: A Curricular Approach to Optimal Health, Volumes I-II*, September, 1973
- *Maryland State Alcohol and Traffic Safety Curriculum Guide, Volumes 1-4*, April, 1974
- *Safety Instruction System — Traffic Safety, K-6*, Maryland State Department of Education, 1972
- *Project Basic Guide* (Survival Skills)
- *Functional Reading, Resource Manual for Teachers 1975*

Teacher's Guide to AL-CO-HOL for Junior High School, American Automobile Association, 1978.

Multimedia Standard First Aid, American Red Cross, 1979

Drugs and Drug Abuse, MCPS, 1975, A Supplement to the Instructional Guide for Grade 7 Science

Grade 8 Health Education Unit, MCPS, 1982, Draft Instructional Guide.

Health Education Supplement to Science K-6, Draft Instructional Guide.

Health Education Supplement to Social Studies K-6, Draft Instructional Guide.

DESCRIPTION OF PROGRAM, GRADES 9-12

The Grades 9-12 health program consists of Cardiopulmonary Resuscitation, a three-week unit taught in physical education; two one-semester elective courses: *Family Life and Human Development* and *Human Behavior*, and a five- to ten-day Unit on Contraception taught in Biology 1A and B and the home economics courses, *Parent, Infant, and Toddler* and *Personal and Family Living*.

FAMILY LIFE AND HUMAN DEVELOPMENT, Grades 10-12

7833 (Basic Core Category 2) ½ credit
(Parental consent is required for this course.)

The Family Life and Human Development course is intended to help students gain a greater understanding of human sexuality in the context of family and other social relationships and values. It is designed to help students obtain the accurate information needed for intelligent, responsible decision making. Major topics include self-concept, interpersonal relationships, human reproduction, pregnancy prevention, pregnancy and childbirth, child maltreatment, aging, the family in a cross-cultural setting, and economics of family life.

Teachers assigned to this course must be certified in health education according to MSDE/MCPS regulations, or they must have successfully completed the MCPS in-service course HE-06 Family Life and Human Development or equivalent training.

Upon completion of Family Life and Human Development, the student should be able to:

1. Recognize and apply skills which facilitate communication among peers and adults
2. Compare moral, ethical, and cultural heritages as they relate to family life
3. Compare and analyze adolescent needs and desires and how they affect decision making
4. Recognize, compare, and analyze types of interpersonal relationships in terms of the student's own development
5. Recognize various aspects of human sexuality and reproduction
6. Describe the biological, emotional, and physical aspects of pregnancy and childbirth
7. Identify and evaluate methods of contraception from the standpoint of health and effectiveness and emotional, social, and economic implications
8. Discuss the different moral and/or religious points of view regarding the use of contraceptives
9. Evaluate and compare family budgets and related economic factors
10. List, explain, and formulate solutions to the problems of aging in this country
11. Define and describe the problems of child abuse and explain ways to deal with them
12. Assess the problem of sexual assault and suggest ways to prevent and/or deal with it
13. Identify and evaluate problems dealing with adolescent pregnancy
14. List and describe major sexually transmitted diseases found in this country and how they are dealt with

HUMAN BEHAVIOR, Grades 10-12

7834 (Basic Core Category 2) ½ credit

The course is designed to increase the student's self-awareness through the study of four major concepts: human needs, perception, self-image and coping behavior/decision making. Through a variety of learning experiences and activities, the student will become more aware of his/her own needs and the needs of others. Improved perception and strengthened self-concept should enable the student to make more responsible decisions in regard to alcohol and other drug use. Group dynamics and communications skills are an integral part of the curriculum.

Upon completion of Human Behavior, the student should be able to:

1. Describe some human needs and the behavior utilized to meet these needs
2. Relate drug abuse to a variety of psychological defense and escape behavior patterns
3. Describe how self-concept and perception have direct influences on choices of behavior
4. List a variety of methods which can be used to change self-concept from negative to positive
5. Explain various perceptions of drug abuse, its scope, and its relationship to other social problems and social change

THE UNIT ON CONTRACEPTION, Grades 9-12 in Senior High Schools

(Parental consent is required for this unit.) 5- to 10-day unit

The unit must be presented in accordance with MCPS Regulation IGP-RA Procedures for the Establishment and for the Continued Implementation of Programs on Family Life and Human Development. Teachers of the unit must be certified as health education teachers or have completed MCPS in-service course HE-06, Family Life and Human Development. Instruction must be based on MCPS approved materials, including the teacher's guide, slide/tape, and religious statements (see resources on page 12).

The Unit on Contraception is intended to help students (1) recognize and consider the obligations and responsibilities of parents to each other and to their children and (2) obtain accurate information concerning methods of contraception. Students will learn to evaluate different contraceptive methods from the standpoints of health, effectiveness, and social and moral considerations.

Upon completion of the Unit on Contraception, the student should be able to:

1. Understand and explain the term *family planning*
2. Explain the rationale for family planning in terms of family and societal needs
3. Identify the economic factors that influence family life
4. Analyze emotional and psychological factors that affect family life
5. Analyze the physical factors that affect family life
6. Name and/or identify and explain the following terms: *basal body temperature, calendar (rhythm) system; condom; diaphragm, IUD, oral medication (the pill), sterilization (tubal ligation, vasectomy), spermatocide (cream, foam, jelly)*, and *withdrawal*
7. Discuss differing moral and/or religious points of view regarding the use of contraceptives
8. List available sources of information and counseling on matters related to sex and marriage
9. Compare the major methods of pregnancy prevention from the standpoints of their health implications and their effectiveness

UNIT ON CARDIOPULMONARY RESUSCITATION, Grades 9-12

3-week unit

Cardiopulmonary resuscitation (CPR) is taught as a three-week unit in physical education. All persons assigned to teach this unit must have current certification as an instructor from either the American Heart Association or the American Red Cross. Students who successfully complete this unit will be issued a valid certification card. Annual recertification is the responsibility of the individual student and is not provided by MCPS.

Upon completion of CPR, the student should be able to:

* 1. Recognize the distress signals that call for CPR (2.1.1.7) (PE)
* 2. Demonstrate CPR skills with the degree of competency required for certification by the American Red Cross and/or the American Heart Association (2.1.1.7) (PE)

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*Related to Project Basic Objectives.

MCPS INSTRUCTIONAL GUIDES/RESOURCES - GRADES 9-12

Approved materials lists are revised and updated annually. For the latest information please refer questions to the Director of the Department of Driver, Health, and Physical Education or of the Department of Instructional Resources.

MCPS Secondary Textbook List, published annually
MCPS Film Catalog, published annually with supplements
Understanding Child Maltreatment: Help and Hope, MCPS 1976, teacher's guide
Human Behavior, Grades 10-12, MCPS, 1981 (Draft) teacher's guide
Family Life Education, Part II — Contraception (Senior High), MCPS Bulletin No. 268, 1973.
American Heart Association Instruction Manual for CPR, 1979
American Red Cross Instruction Manual for CPR, 1980
Child Abuse and Neglect, DHHA Publication 79-30221
CPR Mannequins at Area Offices
MCPS Regulation IGP-RA Establishment and Continued Implementation of Programs on Family Life and Human Development
Religious Statements on Sexuality and Contraception, MCPS, revised 1981
Slide/Tape on Contraception, Family Planning: Decisions and Methods, MCPS, revised 1981
Maryland State Board of Education Bylaw Family Life and Human Development Programs, 1970 (Renumbered COMAR 13A.04.01 in 1981)
Curriculum for Student Development, A Publication of the Division of Instruction, Maryland State Department of Education, 1973